

# MODERN LANGUAGE NOTES.

Baltimore, March, 1887.

## *THE MODERN LANGUAGES IN UNIVERSITY, COLLEGE AND SECONDARY SCHOOL;*

WITH SPECIAL REFERENCE TO THEIR ORAL  
USE.

"The authority of experts is a characteristic of our time."

DR. F. A. MARCH.

The study of living languages and their literature admits of such a variety of conceptions as to its scope and aims, that it is not at all strange that many a teacher should feel uncertain about the proper limits and methods of his work. When we consider, on the one hand, that the study of the historical development of a single language, or of the works of one author, may occupy the time and tax the energy of a scholar for years, and, on the other hand, that the acquisition of a practical knowledge of one or two languages requires, as a rule, years of study and practice; how can it surprise us that a teacher should hesitate time and again, and vacillate between the "theoretical" and the "practical," whenever he finds it impossible to dwell with his class upon both?

But while the nature of the study, with its numerous ramifications and manifold uses in its advanced stage, is one of the causes which make the definition of aim and method in the more elementary part of the instruction difficult, another cause is to be found in the lack of order and system in the apportionment of the work to the various educational institutions.

Having, for my own satisfaction, tried to arrive at a better understanding of what may be called the intelligent opinion of the profession on this subject, I intend in the following pages to give an account of my way of proceeding and of such results as I think may be of interest to others.

The study of modern languages naturally divides itself into two parts: the elementary study, and the higher. The former includes pronunciation, grammar, and the reading of

literary productions mainly as a means of learning the language. The higher work embraces the historical and philological study of the languages, and the historical and critical study of their literatures. I do not, for the moment, assign any place to conversational exercises as part of the instruction, and I shall not consider at all the purely practical, unscientific pursuit of the languages, because, in my opinion, it has no legitimate place in any of the institutions with which I am here concerned.

The institutions in which the languages are mainly taught are the university, the college, and the high school; and, in order to determine which portion of the instruction belongs to each of them, it becomes necessary first to define the character and functions of each.

What is a university? What is a college? In no country in the world is it so difficult to answer these questions as in the United States; at least the ideas conveyed by those names to the popular mind are absolutely indefinite, and even many professors would probably be unable to give satisfactory answers to the above questions.<sup>1</sup> Nevertheless, so much has of late been said and written concerning the proper spheres of the higher institutions of learning, that we are able to gather from the opinions of the foremost scholars of the country sufficient data to form a conception if not of what the American university and college are, at least of what they should be.

In the first place, the university is more than a college. The latter,—whether taken in the historical sense, as one of the halls of the university, or in the etymological, "a body of men, particularly students, gathered together," or in the modern sense, as the place where one goes to learn "something about everything,"—constitutes either the basis or a part of the university.<sup>2</sup> The idea of the university, in the words of President Daniel C. Gilman, is "an association, by authority, of Masters, who

<sup>1</sup> Arthur S. Bolles; *Atlantic Monthly*. Vol. LII, p. 686. What Instruction should be given in our Colleges?

<sup>2</sup> R. R. Bowker, *The College of To-day*; Princeton Review, 1884, p. 102.

Daniel C. Gilman, *The Idea of the University*; North American Review. Vol. CXXXIII, p. 357.

are conspicuous in ability, learning, and devotion to study, for the intellectual guidance, in many subjects, of youthful scholars who have been prepared for the freedom of investigation by prolonged discipline in literature and science." . . . "Instruction by investigation is the key-note of university life."<sup>3</sup>

The "prolonged discipline in literature and science" must of course be gotten at the college or in the secondary schools. If this definition of the university approaches at all the idea in the mind of American scholars—which it no doubt does—it is at once evident that the elementary study of the modern languages does not belong in the university: it must be relegated either to the college or to the high schools.

But even the college, if it be recognized as an institution distinct from the secondary school, cannot be considered as the proper place for rudimentary work in the living languages, unless, indeed, the latter be regarded as a branch of knowledge of a higher order than the ancient languages, the advanced work in which only is included in the college curriculum. There is then no denying the justice of the demand that all college work in the modern languages should be pursued on a thorough historical basis, and that "the province of instruction in our college should be to . . . carry forward the student to an intelligent study of the literature and philology of those languages."<sup>4</sup>

The secondary schools are the only institutions in which the elementary study of the modern language may be legitimately pursued:

"They [the high schools] should embrace every useful branch suited to young men and women under sixteen or eighteen years of age—English composition, English language, history, classics, modern languages, and elementary science."<sup>5</sup>

<sup>3</sup> The Idea of the University; North American Review. Vol. CXXXIII, p. 355, f.

<sup>4</sup> A. M. Elliott, Modern Languages as a College Discipline; Education. Vol. V, No. 1, p. 54.

<sup>5</sup> W. T. Hewett, Proceedings Modern Language Association of America, 1884, p. 40.

<sup>6</sup> Dr. McCosh, before the National Teachers' Association. Elmira, N. Y., 1873.

"French and German should be taught in the preparatory schools."<sup>7</sup>

"When the secondary schools take their proper place in the system of American education, and provide . . . all the elementary instruction indispensable to a liberal education, including the elements of all the languages and sciences which a boy of eighteen, whose education is to be prolonged until he is twenty-five or twenty-six, ought to know— . . . it will be possible to reduce the period of study . . .," etc.<sup>8</sup>

"The elementary study of both French and German should be remanded to the public schools."<sup>9</sup> The same view is expressed in the report of a committee submitted at the meeting of The Modern Language Association of America in December, 1885.<sup>10</sup> This report, prepared mainly by Dr. W. T. Hewett, of Cornell University, furnishes also highly interesting statistics concerning the actual condition of the instruction in the modern languages in American colleges and universities. From these it appears that but few colleges require any French or German for admission; that, while a number of these institutions offer instruction in the modern languages in the freshman year, a larger proportion do not begin the study till the sophomore year, and a few defer it till the junior, or even the senior year. In other words, in a great majority of the educational institutions of the highest order in the United States, there are to be found professors, learned professors in many cases without doubt, engaged in teaching the German alphabet, the conjugation of *j'ai, tu as, il a*, and the declension of *der, die, das*. Well might a professor in one of the leading universities in the West say that "the present state of higher education in America can be briefly comprehended in one word—chaos;" and that the university is "loaded down—handicapped with a vast

<sup>7</sup> President Chas. W. Eliot; What is a Liberal Education; The Century, June, 1884, p. 102.

<sup>8</sup> President Chas. W. Eliot, North American Review. Vol. CXXXVI, p. 222.

<sup>9</sup> W. T. Hewett, Proceedings Modern Languages Association, 1884, p. 40.

<sup>10</sup> Proceedings, 1885, p. 7.

burden of work which has no place in genuine universities."<sup>11</sup>

What are the reasons, or shall I say the excuses, for such a state of things? If Professor Huxley claims that in an ideal university "all sources of knowledge, and all aids to learning, should be accessible to all comers,"<sup>12</sup> his words cannot reasonably be interpreted as meaning that any boy (or girl), however deficient in elementary knowledge, who chooses to go to a university, has a right to call there for just such instruction as is suited to him. And yet there may be, in this country especially, cogent reasons why institutions should sometimes do work not properly falling within their sphere. "The common school," says President Johnston, . . . "gives the elementary instruction. The secondary school should begin the work of differentiation in courses of study, which branch out as you rise in the scale through high school and college to the university, where the work becomes special and professional. The common school gives the general education, the secondary schools the higher education, and the university the highest of all."

"But the university has still another function . . . it has much work to do which may be called supplementary work which is not done or cannot be done by primary or secondary schools, for lack of means or other sufficient cause."<sup>13</sup>

Does the elementary work in French and German, to which so much time is devoted in many colleges and universities, come under this head? The principal excuse for the existing state of things is without doubt to be found in the real or supposed inability of the preparatory schools to do the work: "the traditional requirements [for admission] in most colleges remained unchanged. A doubt existed of the capacity of training schools to meet this new requirement."<sup>14</sup> On the other hand, it is the university, or the college, that

gives direction to the instruction in the public schools, and to do so is one of its special missions. "No great university," says Charles K. Adams, "can afford to forget that a part of its work is the elevation of the preparatory schools."<sup>15</sup> If the common schools are not in this country "the intellectual offspring" of the universities (as they are in most countries), the latter certainly have much to do with the moulding of the former; for "the law of educational history is that the higher institutions and the higher demands everywhere condition and prescribe the character of the lower."<sup>16</sup> And so in the case of the modern languages, experience has shown that where requirements for better preparation were made by the universities, the secondary schools have, in the course of a few years, met these requirements.

To show how the secondary schools, with their already crowded courses, can accommodate themselves to such additional requisitions on the part of college and university, lies outside the purpose of this paper. But it must be pretty clear to most minds that the high schools will soon have to decide either on further differentiation in courses of study, or on returning to a simpler condition of affairs, that is, on confining their instruction more to such branches as are really preparatory for any kind of higher work. Perhaps the time will soon come when people will think again as Goethe thought many years ago, when he wrote: "The injury which is done by leading young people too far in many studies, has still more shown itself later, when time and attention were withdrawn from language studies and the rudiments in actual preparatory branches, in order to devote them to so-called practical studies, which are rather diverting than educating, unless the instruction in them is systematic and complete."<sup>17</sup> One thing is certain, viz., that, if the universities expect ever to do the kind of work which legitimately belongs to them, they can do so only by leaving to the secondary schools the work properly belonging to them.

It is not at all strange that the various efforts on the part of colleges and universities to meet the demands made upon them by the public

<sup>11</sup> The University—How and What? By W. W. Folwell, LL.D., University of Minnesota; Education. Vol. IV, p. 309 f.

<sup>12</sup> Inaugural Address of the Lord Rector of the University of Aberdeen, 1874.

<sup>13</sup> President W. P. Johnston, of Tulane University, New Orleans. Education. Vol. V, p. 528, f.

<sup>14</sup> W. T. Hewett, in the Report above referred to.

<sup>15</sup> North American Review, Oct. 1875.

<sup>16</sup> See Report Proceedings Modern Lang. Association, 1885.

<sup>17</sup> Wahrheit und Dichtung, Erstes Semester in Leipzig.



should lead to some confusion of ideas and that, consequently, the appropriate methods of instruction should also be somewhat confounded.<sup>18</sup> If the college is about half college and half secondary school, and the university partly university, partly college, and partly secondary school, it can but seem natural that professors should occasionally apply methods of instruction peculiarly adapted to one class of work also to another class, university methods to secondary work, or vice-versa. How far this is true with reference to the modern languages cannot be ascertained without a close inquiry into the methods employed by a large number of university or college instructors. But as far as I can judge from information at hand, there is essential unanimity among leading professors in regard to one important factor in the instruction of living languages, viz.: their oral use.

It is hardly necessary to say that the class of men to whom I refer, and the opinions of some of whom I shall presently quote, do not hold that a university or college curriculum which is not strictly professional, can be made a *direct* preparation for life. They cannot be suspected of narrow, utilitarian views. There is no doubt that they would in the main adopt Noah Porter's definition of usefulness, as contained in the following passage: "We are not opposed to trying every method and study by the criterion of usefulness, but we would always interpose the question, *useful for what?* We believe that those studies and that discipline which are the most useful to train to manly thinking, to nice discrimination, and simple diction, as well as to noble purposes, and an enlarged acquaintance with man and his history, are the most useful studies in fact: while the criterion of direct service in the exercise of one's immediate trade, calling, or profession, is sophistical and misleading."<sup>19</sup>

It is in this spirit that the following opinions as to the value of oral practice in the instruction in modern languages are to be understood.

At the convention of professors of modern languages held on Dec. 27 and 28, 1883, in Columbia College, a resolution was passed

<sup>18</sup> See *The Idea of the University*, by Daniel C. Gilman.

<sup>19</sup> *The American Colleges and the American Public*; New Edition; pp. 271, 272.

without dissent to the effect that in colleges and universities the "primary aims of instruction in the modern languages should be literary culture, philological scholarship, and linguistic discipline, but that oral practice is desirable as an auxiliary."<sup>20</sup>

Dr. W. T. Hewett, Cornell University: "The teaching of a language conversationally should . . . hold a subordinate place in instruction; it is, however, important when used to supplement other methods and to train the ear to understand the spoken language. With this end in view, familiar explanations and lectures in the language itself are desirable at every point of the course."<sup>21</sup>

The late Prof. Wm. Cook, Mass. Institute of Technology: "I will teach my students rather to *read* the language than to speak or write it,—and next to reading it, I will teach them to *understand* it when spoken or read aloud."<sup>22</sup>

Prof. Calvin Thomas, University of Michigan: "In no other way [viz.: than by oral practice, etc.] is a true feeling for the language, a proper *Sprachgefühl*, to be acquired. But this work should not be a mere empirical imitation of the teacher or of the book. It should appeal to the learner's intellect as well as store his memory and discipline his vocal organs."<sup>23</sup>

Prof. H. C. G. Brandt, Hamilton College: "A thorough course in German should mean an intelligent acquisition of its sounds, the writing and speaking of the language, the reading of masterpieces of German literature," etc.<sup>24</sup>

Prof. H. C. G. von Jagemann, Earlham College: "The student . . . becomes acquainted with the *spoken* language. This is of no mean

<sup>20</sup> *The Nation*. Vol. XXXVIII, p. 14.

<sup>21</sup> *Proceedings Modern Language Association*, 1884, p. 42.

<sup>22</sup> *Proceedings Modern Language Association*, 1885, p. 18.

<sup>23</sup> *The Michigan School Moderator*, No. 218.—It should be stated that the tenor of Prof. Thomas' article here referred to is rather to protest against attaching too much value to a conversational knowledge of a language. "For myself (he says) I can say with perfect sincerity that I look upon my own ability to speak German simply as an accomplishment to which I attach no great importance."—I cannot help thinking that Prof. Thomas is in error. There is no doubt in my mind that, unconsciously, he owes his lively interest and brilliant scholarship in the German language and literature, and especially his fine "feeling for the language" in part to his ability to speak the language.

<sup>24</sup> *Proceedings Modern Language Association*, 1884, p. 23.

importance. Modern philology is based upon the spoken language, not upon the literary speech. Without knowing the spoken language, we cannot rightly understand a people's great literary productions."<sup>25</sup>

Prof. James King Newton, Oberlin College: "But the easy sentence . . . is not mastered when the thought is apprehended and translated into English. The legitimate work on it is done only when it is so learned and so comprehended that the mind has gotten out of it the facile use of the verb and of the idiom involved."

"For teacher and student the comparison lies between understanding and being able to translate into adequate English a Greek sentence, and understanding, being able to translate, being able to think, and to use in speech, a German sentence." This he calls "the only proper and legitimate way of weighing things."<sup>26</sup>

Dr. Faulhaber, Phillips Exeter Academy: "It is only through the spoken word that the spirit of the language can be seized, only in the struggle to clothe one's thoughts in the dress of the foreign tongue that the living power of human speech can be realized."<sup>27</sup>

Prof. Cohn, of Harvard University, "would most heartily approve of the general line of opinions as set forth in these essays,"<sup>28</sup> the tenor of the essays in question being, in the main, that of the above extracts.

In German schools, wherever the acquisition of the language itself, not of its history, literature, or philology, is the chief end of instruction, the methods in use are such as to impress the student with the fact that he is learning a *living* language. The systematic work is usually supplemented by more or less colloquial practice, and such practice is countenanced and recommended by university professors. Says Dr. Bernhard Schmitz:<sup>29</sup>

"Ich lasse also diese Übungen [viz.: Sprechübungen] zuerst in Quarta oder wenigstens, wenn es nicht anders sein kann, in Tertia

eintreten . . . In dem höhern pädagogischen Unterricht schliessen sich die Sprechübungen hauptsächlich theils der Lectüre, theils den grammatischen Repetitionen an. Wenigstens müssen am Ende jeder Lehrstunde einige Fragen in der fremden Sprache an die Schüler gerichtet und von diesen beantwortet werden."

He is aware that instructors often neglect these conversational exercises, ostensibly on the ground of "higher pedagogical wisdom," but really on account of the inherent difficulties: "Wegen der Schwierigkeiten . . . nimmt man die Miene einer höhern pädagogischen Weisheit an und verschmäh't vornehm den berechtigten Forderungen Rechnung zu tragen."<sup>30</sup>

Difficult and unpleasant though the task may be for many professors, it would seem that Dr. Schmitz is correct in calling the demand for some colloquial use of the modern languages a just one. In the same sense R. R. Bowker expresses himself as follows: "The construction of these languages [French and German], and their literatures, should be treated of fully, and, while the college cannot be expected to make expert conversationalists in French and German, it is natural and proper that living languages should to some extent be studied in practical speech."<sup>31</sup>

Whether or not the university and college professors above quoted, and others who bear testimony by word or deed to the value of the oral use of living languages in connection with the theoretical study, are partly influenced in their opinions by motives of expediency, it is certainly fortunate that they advocate methods tending to prevent an estrangement between the colleges and the people. In this country more than in any other "they [the colleges] must take heed to themselves lest they fall out of that intimate relation to the life of the nation in which they once stood, and out of which

<sup>25</sup> Proceedings Modern Language Association, 1885, p. 20.

<sup>26</sup> A Plea for a Liberal Education, Modern Language Series, No. 1.

<sup>27</sup> Proceedings Modern Language Association, 1885, p. 21.

<sup>28</sup> Proceedings Modern Language Association, 1885, p. 22.

<sup>29</sup> Encyclopädie des philologischen Studiums der neueren Sprachen; 2te Auflage, Leipzig, 1876.

<sup>30</sup> Dr. Schmitz (Encycl., Vierter Theil, p. 181) gives an amusing quotation to show that the difficulties referred to are not now experienced for the first time. The words are Rector Schatzen's (Frankfort a. M., 1724): "Was aber das Reden anlangt, so thun sich hierinnen insgemein die meisten *Difficultäten* hervor, weil es den meisten Lehrern an den nöthigen Mitteln fehlet, den *Scholaren* das Maul aufzubrechen, welches ihnen um diese Zeit (in den obern Classen!) insgemein hart zugefroren ist."

<sup>31</sup> The College of To-Day; Princeton Rev., 1884, p. 102.

they have no importance or value at all."<sup>32</sup> "Between college and life there should be no gap. The ending of every system of instruction, whatever it may be, should naturally lap on to the sphere of those broader and more varied duties that crowd upon the man in the fierce battle of his after-life."<sup>33</sup>

But to confine the work in such eminently practical studies as that of the modern languages, *entirely* within scientific and theoretical limits, would be unnecessarily making "a gap between college and life"—unnecessarily indeed, unless "higher pedagogical wisdom" really dictated such a course. But this is far from being the case. Pedagogical psychology, experience, the highest professional authority, all point to the opposite course. Eminent teachers of the modern languages<sup>34</sup> have quite recently pointed out that the discipline attainable from their study is of two or three different kinds: there is a kind of discipline to be gained from the study of the grammar and from the grammatical analysis of authors; another from the exact analysis of foreign sounds; and still another from such mastery of the language as to make it almost a second mother-tongue, to enter into the spirit of the living language and its literature. The second and third are peculiar to the study of *living* languages. But the educational value of a speaking knowledge of a language depends upon the method by which it is *acquired*; if acquired in a mechanical way it yields but little mental discipline, while if, in learning to speak, the student is held to make use of all his mental powers, the practice is of disciplinary value similar to, but higher than the writing of grammatical exercises.

If Henry Sweet rests the claims of phonetics to be considered an essential branch of education mainly on its value as the foundation of the practical study of language,<sup>35</sup> and, on the other hand, complains that viva-voce instruction is too much neglected in teaching language,<sup>36</sup> we are reminded of the intimate relation between the study of phonetics and col-

loquial language. "Careful hearing and speaking leads the pupil to fine distinctions of the quality of sounds and to their rapid discrimination when occurring in succession—in short to a refinement of the auditory sense, combined with a delicacy in the muscular sensibility and flexibility of the vocal organ."<sup>37</sup>

As to the third kind of discipline to be derived from the study of living language, every thoughtful person who has studied either ancient or modern languages sufficiently to have even an imperfect speaking knowledge of them, must have felt the great help such attainment afforded him in his genuine appreciation of foreign literature. Thought and *speech* are so closely allied that we can far better think the thoughts presented to us in a foreign language when we are able to speak that language than without such ability.<sup>38</sup> By devoting part of the time, during the entire course, to oral practice, the student will learn to read more rapidly and understand more clearly what he is reading; without conversation, the language he is studying will never impress him as a living one, similar to his own mother-tongue. A speaking knowledge is "a key to a facile acquaintance with the literature."<sup>39</sup> Or, to express it again in the words of the psychologist: "The accuracy and facility of thinking [which is, of course, a *sine qua non* for the accurate understanding of literature] turn in no small measure on the fine discrimination and distinct reproduction of sounds together with the correlated vocal actions, and on their flexibility and susceptibility of combination in easily apprehended series."<sup>40</sup>

At the present stage of modern language study in the United States, there is probably no institution in which the oral use of the languages can be rightfully omitted from the course of instruction. We shall be better able to determine where and when this part of the work ought to receive especial attention, when the lines between the curricula of the high school, the college, and the university are somewhat more definitely drawn. It seems very desirable that this be done; not with the

<sup>32</sup> William G. Sumner; Princeton Rev., 1884, p. 140.

<sup>33</sup> A. M. Elliott; Education. Vol. V, p. 55.

<sup>34</sup> Hewett; Brandt.

<sup>35</sup> Preface to *Hand Book of Phonetics*.

<sup>36</sup> Thirteenth Annual Address of the President of the Philological Society (English), p. 93.

<sup>37</sup> J. Sully, Psychology (N. Y., 1884), p. 249.

<sup>38</sup> Cf. Sully, Psychology, pp. 337, 350.

<sup>39</sup> The Academy (Syracuse, N. Y.). Vol. I, 9: pp. 338, 343.

<sup>40</sup> Sully, p. 348.



expectation of seeing every institution in the land immediately, or in the near future, range itself within its proper limits, but in order to define more clearly than has hitherto been done the aims toward which instructors ought to strive. If the universities cannot rid themselves of all elementary instruction, let them at least make known what portion of the course they retain under protest, and what they consider their legitimate work.

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# THE GERUNDIAL CONSTRUCTION IN THE ROMANIC LANGUAGES.

## I.

### INTRODUCTORY.

HE who enters upon an investigation in philology, where the subject concerns the language of early writers, whose works have been preserved to us in manuscript form, is not infrequently met on the very threshold of his inquiry by a consideration which must in no small degree tend to dampen his ardor—I mean the uncertainty, in the event of his not having access to the manuscripts, of the value of the forms given by the editions he intends to follow, as compared with the actual forms which may have been used by the authors themselves. The notorious negligence of the middle-age copyists and their frequent tampering with the texts of their authors, either to satisfy their own personal whims or through ignorance of the language or dialect of the writers whose productions they essayed to multiply, are too well known to need much comment here. Add to this that even some of the men of the present day who undertake the editing of such manuscripts, are often as capricious and dishonest in making up their editions as the old copyists themselves, and the investigator may well have cause to doubt the value of his conclusions, even when most carefully drawn. Mr. L. Clédât has just given us a fine specimen of this *cacoethes emendandi* in his edition of the *Chanson de Roland* lately published. (Paris, Garnier, 1886.) Acting on the assumption that “la majorité des romanistes” consider the *Roland* of French origin, which, to say the least, is very questionable,

he proceeds to francisize the Oxford text on the model of the French of the eleventh century, from which modern French proper is derived. The result is not simply a “nouvelle édition,” as he styles it, but likewise an “édition neuve.” But this method of procedure is not confined to this species of writings; it is a mania that has extended to more recent authors as well. Very few of the ordinary editions of modern classic authors, for instance, would be trustworthy for philological investigation. We all know of Bentley’s unhappy attempt at emending the text of Milton. Some copyists and editors seem to have adopted the principle that any decided deviation in point of spelling or syntax, not current at their time, was an indication that the author did not know what was right and must needs be corrected by his more fortunate successors. In this way many of the most important works of early writers have been lost to us, as far as the original form is concerned, and their value for philological purposes is accordingly diminished in proportion to the amount of mutilation suffered. As an additional instance of how one of the old French authors has been treated by a modern editor, may be cited the case of the *Roman de Rou*, edited and published over fifty years ago by Pluquet.

Wace’s poem is preserved in a manuscript known as the Duchesne MS. (because copied by André Duchesne from an earlier MS.), which belongs to the “Bibliothèque Nationale” at Paris. Pluquet professed to have made this MS. the basis of his edition; but a new edition has been, within the last decade, gotten out by a German savant (Hugo Andresen), who found, by a comparison of Pluquet’s text with Duchesne’s, that by no possibility could he have consulted (or at least followed) this MS. for the readings which he attributed to it, since many of these readings are not to be found there, even when he refers specially to Duchesne in his foot notes. A close examination showed that Pluquet had been guilty of the most unparalleled dishonesty; that instead of basing his edition on Duchesne’s text, he had followed in great measure the worst of the three existing copies, made from the Duchesne; and further that he had even taken the most unwarrantable liber-

ties with this—changing words, phrases and whole sentences, leaving out and adding lines, just as it suited his fancy, and that too, where there was not the slightest excuse for it; as neither the sense, the grammar nor the meter offered any difficulty. Observe now the baneful consequences resulting from this criminal proceeding of Pluquet. The *Roman de Rou*, being very characteristic from a linguistic standpoint, has played an important part in determining many points of Old French syntax and morphology. Perceiving the frequent occurrence in Pluquet's text of certain forms of the present indicative, third person singular of verbs of the first conjugation (as *acord, mant, kuid* and *kuit*), Raynouard accepted them as the normal forms whereas the manuscript gives only *acorde, mande, cuide*. Error once engendered usually propagates itself with the same persistency as truth; and so Diez, following in the wake of Raynouard in trusting to the fidelity of Pluquet, gave, in the first edition of his "*Grammatik der Romanischen Sprachen*," *mand, pens, os, kuid*, as abbreviated forms of the third singular, and he continued faithfully yet innocently to reproduce them in the two subsequently revised editions of his grammar, which he published during his life-time. (See the "*Dritte, neu bearbeitete und vermehrte Auflage*" of 1872, vol. II, p. 232). It may be added that even the 5th edition (1882) contains these forms originally cited by Diez from Raynouard.

Little inaccuracies of this kind may be of trifling import, as far as the general results of French philological research are concerned, but they teach a lesson which it behooves every investigator to keep before his mind: namely, that philology is not, as some would have us believe, an exact science; because its results are largely arrived at through channels subject to all the influences of human weakness and the ravages of time; and that the apparent facts of to-day may turn out to be errors in the brighter light of the dawn of the morrow.

The reasoning in the following pages, where early works are cited, has been based, in the main, on examples drawn from texts that have passed through the mill of the canons of

textual criticism. The correctness, therefore, of certain details and statements depends on the genuineness of the texts consulted, many of which have not always been found as satisfactory as could have been desired.

Quotations from old authors have usually been accompanied by references, where this was convenient. In the case of modern writers, it was not thought necessary to give more than the name, since the correctness of the illustrative examples will be recognized by any one acquainted with the languages from which they have been taken.

B. means Bartsch, and refers to his *Chrestomathies*, unless it is otherwise stated.

## II.

### FORMS, THEIR DERIVATION, &C.

The origin of the various forms of the gerund offers no difficult problem in point of phonetics. Most of the languages and their dialects kept very close to the Latin originals, the Italian (properly so-called) and the Portuguese probably differing less in details than the other members of the group. Only one of the four cases of the Latin gerund, however, has survived in the Romanic tongues; and this, in view of its earliest syntactical relations, grammarians have supposed to be the ablative, although no positive proof can be offered in favor of this; as, excepting the genitive, any of the other cases would give us the same forms. The fact though of the gerund's usually expressing causal, instrumental, temporal and other adverbial relations, must be a potent argument in favor of its ablative derivation.

The Italian, Spanish, Portuguese and Wal-lachian all retained the terminal *nd* of the parent speech. The first three likewise retained the final *o* of the Latin, if we accept the ablative as the original source; whereas the Wal-lachian gerund, through the general tendency of the end-vowels (especially *o*) to go over into *u*'s appears as *ndü*. As this *ü* is always silent in pronunciation, except where the gerund is accompanied by a conjunctive pronoun, which is tacked on to the end and forms one word with it, it is common to drop it at the present day, and we have *nd* as the ending of all the conjugations. The vocal elements preceding the terminations *ndo* and *ndü* are sometimes



determined by the Latin vowels, but more frequently by the vowel preceding the *r* of the infinitive in the respective languages, this vowel being occasionally modified in accordance with certain regular phonetic changes observed under similar conditions.

Examples: Ital. *cantare, cantando; vendere, vendendo; servire, servendo*: Sp. *cantar, cantando; vender, vendiendo; partir, partiendo*: Port. *cantar, cantando; vender, vendendo; partir, partindo; pôr, pondo*: Wal. a *cantá, cantandû; a tace, tacendû; a alege, alegendû; a audî, audindû*. These are the usual methods of formation for these four languages; special or exceptional cases we need not stop here to canvass.

It may be parenthetically noticed in passing, that, like the French, some of the Italian dialects have taken as a model the first conjugation in the formation of their gerunds, but strange to say, and in this they differ from the French, as will be seen, they have observed the regular method for their present participles. In the "Cronica deli Imperadori," a Venetian work of 1301, I have noted these forms: *crezando, vezando, volgiando (volendo) abiando, sapiando, siando, condugando, tragando, digando, vignando, tegnando, fazando, metando, portando, avrando (aprendo), morando*, (only *zermendo* 28<sup>a</sup>); but participles: *resplendente, continente, dormiente, reverente, obediente*.

This same phenomenon is observable in the Genoese dialect, as may be seen from the following forms taken from some "Rime genovesi della fine del secolo XIII e del principio del XIV.": *fazando, temando, vegnando, digando, odando, scrivando, discorrandò, sbatando, respondando, prometando, sentando, bevando, ferando*; but, *obediente, ardente, corrente, spuzente*, and even *parlente*, instead of *parlante*.

These gerunds in *ndo* and *ndû* remain invariable for all genders and numbers. According to Barcianû, however, the Wallachian gerund is susceptible of inflection to indicate gender and number, whenever treated as an adjective. "Wird aber das Mittelwort [gerundium] der gegenwärtigen Zeit als ein Beiwort betrachtet, dann ist es der Biegung unterworfen, wie jedes ideale Beiwort; z. B. gemend'a

omenire trebue ajutata=omenirea, ce geme der leidenden Menschheit muss geholfen werden." It may be questioned whether it is correct to treat these inflected forms as identical with the gerund. There is no analogy for it in the other Romance languages, for the instances of inflected gerunds in the French were not brought about by a disposition to inflect this part of speech, but through confusion—that is, misuse of the present participle on account of the formal identity of the two. This could not have been the case in the Wallachian, as the participle and gerund were too clearly defined. It may be further remarked that the Wallachian presents but very few cases of the apparently inflected gerund, and I would venture the following suggestion as a possible explanation of the phenomenon: namely, that they are not gerunds but the remains of the Latin gerundive (or future participle in *dus*), which of course always agreed with the noun-subject in gender, number, &c.

Kühner is of opinion that the gerundive first had the meaning of a present participle: "liber legendus=ein Buch das gelesen wird, in welcher Bedeutung das Gerundiv wirklich gebraucht wird." It was not until later, he shows, that the idea of necessity was developed.

Regarded from this standpoint they would not be peculiar to the Wallachian. Instances are quite common in Italian:

E quante in pace hai sparte  
Opre ammirande.  
(Vincenza da Filicaja)  
  
Del memorando acquisto  
A te l'onor si serbe.  
(Ditto)  
  
E non ardi il mio genio  
Sui venerandi avelli.  
(Goffredi Mameli)  
  
Colpo meno esecrando  
La natia sede invadere.  
(Ales. Paerio).

These are evidently the Latin participle in *dus*; and similar words are to be met with in Spanish and Portuguese; but they are not essentially different from the verbal adjectives in:

Acum o sêptemână doamna N.....era tristă  
si suferindă.

(Vasilie Alecsandri)

Si nu voiescî a-i demite flămândi.  
(Math. XV, 32).

The objection may be raised to this explanation, that it supposes in the Wallachian a change from a passive to an active meaning; true, but in becoming inflected, it loses its power at once to govern a case, in other words it becomes intransitive. This implies the retention of a certain amount of its passivity, and would only be analogous to the passive participle assuming an active meaning, when constructed with the preposition *de*: *usor de portat*, easy to carry; *casa aceasta este de vindut*, this house is for sale, (to sell, like the Eng. to let). In German we have the reverse: *ein zu verkaufendes haus*.

Moreover, the distinction between gerund and gerundive, active and passive, has not been settled beyond a peradventure; for while in the general outlines of their functions they may be pronounced, the one active and the other passive; still individual instances arise, which point to a latent consciousness, as it were, of the identity of these two parts of speech. Krüger, though maintaining the activity of the gerund, concedes that it may sometimes be passive in force (so finden sich auch die Gerundia in einer solchen [passiven] Bedeutung gebraucht), and cites, among other examples: "*spes restituendi nulla erat*" and "*memoria excolendo augetur*." This is significant as showing the possible identity of gerund and participle in *dus*; and efforts have been made to prove this, but not with complete success. The most that can be said is, that they both, at times, desert their proper provinces. A very decided case of this is seen in Aeneid IX. 7:

*Turne, quod optanti divum permittere nemo  
Auderet, volvenda dies en attulit ultrò.*

Here *volvenda* has the force of *volvens* and is analogous to the Wallachian usage.

There is found likewise in Plautus a construction, imitated by Varro (who affected an archaic style) and Lucretius, in which the neuter of the participle in *dus* is used actively, at least what amounts to the same, although the grammarians would account for it otherwise.

*Mihi hac nocte agitandum est vigilias.*

(Plautus, Trin. IV. 2.27)

*Hos veteranos [boves] ex campestribus locis  
non emendum in dura ac montana.*

(Varro, R. R. I. 20).

*Nunc ratio nulla est restandi, nulla facultas,  
Aeternas quoniam poenas in morte timendumst.*  
(Lucretius, De Rer. Nat. I. 110).

We shall, too, see further on, that, in Merovingian Latin, the participle in *dus* was used actively and made to govern the same case as its verb.

This may not prove my thesis with reference to the Wallachian gerund adjectively employed, but it is strongly suggestive. It certainly is not easy to see, how a word, which expressed only adverbial relations and which, moreover, was virtually a noun in an oblique case, could have acquired an adjective use. In fact Diez, although quoting with approval from the passage of Barciantü above given, says somewhat inconsistently: "*Diese Casusform [Ablativ] erweiterte allmählich ihren Bereich auf Kosten des Part. praes. aber nur des verbalen: die adjective Bedeutung kommt ihr nicht zu, vielmehr lehnt sie sich wie der Infinitiv an ein Verbum oder auch appositionell an ein Substantiv. Man sagt z. B. it. un fanciullo giuocante (che giuoca) aber un fanciullo si divertiva giuocando; altsp. una virgen durmiente, aber fuiste virgen durmiendo é velando (im schlafen und wachen) Flor. I. 6; fr. une femme mourante, aber une femme parla en mourant.*"

This is a distinction which it behooves us to keep constantly before our minds, when speaking of the gerund. The real gerund is not an adjective modifier and consequently never changes its form. When in Purgatorio IX. 38, we read: *trafugò lui dormendo in le sue braccia*, *dormendo* does not actually (though logically it does) agree with *lui*; it is to be interpreted: *in sonno* or *nel atto di dormire*. Other cases may be analysed in the same way. As in the Cid: *Rodrigo Diaz de Vivar, Despues que ganó á Valencia Como bueno guerreando, Vivia á placer en ella*, where we may translate: as a good warrior, while it is grammatically: as one good in warring.

The present participles, where they exist in Italian, Spanish, Portuguese and Wallachian, all end in *nte*, the antecedent vowel generally depending on the same conditions as for the gerund. It is only the Italian, though, that is capable of creating participles for all its verbs. The Spanish, Portuguese and Wallachian have, for the most part, lost them. Those that are

left are used only as nouns, adjectives or prepositions. In no case do they perform any of the functions of the verb. In the early Spanish and Portuguese writers a few sporadic cases are found of participles retaining their verbal force; but they are not sufficiently numerous to establish any principle, and they are hardly to be regarded as belonging to the syntax of these languages. *Lusiads* V. 22 is an undoubted Latinism.

E pelo c'ô chovendo em fim voou,  
Porque co' a agua a *jacente* agua molhe.

Tasso shows a great fondness for these Latinisms; and of writers of a recent day I believe it may be said that Silvio Pellico uses the present participle oftener with a verbal force than is customary in modern Italian. Like the Latin these participles have but one form for both masculine and feminine, the only inflexional change being to indicate number.

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#### A LIST OF THE STRONG VERBS IN PART II. OF AELFRIC'S SAINTS.

In the Preface to the new edition of his *Angelsächsische Grammatik*, Sievers says: "In the determination of the absolute chronology of O. E. sounds and forms, nearly everything remains to be done." In the belief that every effort, however slight, should be made to remove this reproach, I have jotted down the strong verbs represented in Part II. of Aelfric's Lives of the Saints, preparatory to noting some interesting facts concerning both the strong and the weak verbs of this text. The arrangement follows that of the O. E. Grammar, §§ 382, 396:

##### FIRST ABLAUT CLASS.

*drifan, belifan, scrifan, flitan, slitan, gewitan, writan, bidan, gnidan, ridan, swican, hnigan, sligan, stigan, scinan, arisan, gerisan, spitan, wridan, ðéon, wréon.*

The preterit *frán* points to an infinitive *frinan*. *Oferswidan* is generally weak.

##### SECOND ABLAUT CLASS.

*créopan, géotan, hléotan, scéotan, spréotan,*

*béodan, dréogan, fléogan, léogan, cléowan, cēosan, hréosan, leosan, fléon, téon, scéofan, brúcan, búgan.*

##### THIRD ABLAUT CLASS.

*bindan, findan, windan, blinnan, ginnan, winnan, singan, springan, swingan, drincan, sincan, swincan, limpan, iernan, helpan, belgan, swelgan, meltan, sweltan, gieldan, wurpan, ceorfan, beorgan, wurðan, feohtan, bredan, berstan.*

*Beornan* appears to be always weak.

##### FOURTH ABLAUT CLASS.

*helan, stelan, beran, breccan, niman, cuman.*

##### FIFTH ABLAUT CLASS.

*etan, fretan, metan, spreccan, wreccan, giefan, gietan, cweðan, sēon, biddan, licgan, ðicgan, sittan.*

##### SIXTH ABLAUT CLASS.

*galan, grafan, wadan, dragan, sacan, \*wacan, sléan, ðwéan, standan, swergan, hebban, sciepan.*

##### REDUPLICATING VERBS.

###### CLASS A.

*dréðan, létan, slépan, hátan, fón, hón.*

###### CLASS B.

*feallan, weallan, healdan, wealdan, gangan, béatan, hēawan, wēpan, blōwan, flōwan, cnāwan, sāwan.*

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#### A PASSAGE IN GONZALO DE BERCIO'S VIDA DE SAN MILLAN.

The first two lines of stanza 153 read as follows:

Desent la mançebiella alegre e pagada  
Despidiose del *monge* que la avie sanada....

K. Hofmann (*Roman. Forschungen*, II, 354-5) says: "Die Bezeichnung *monge* ist ganz unpassend, denn der h. Millan, der das lahme Mädchen durch seinen Stab (*blago* für *baglo*) und seine Fürbitte geheilt hatte, war nie ein *monge*, sondern ein Einsiedler und um die Zeit der Heilung ein *recluso*. .... Die Emendation ist selbstverständlich. Es muss *menge* (*medicus*) heissen, worauf schon der Vers selbst *que*



la avie sanada und die vorausgehende Str. 149 führen: *agora veo de plan la medezina.*"

It seems to have escaped his notice that *monge* occurs in the same connection shortly after, stanza 155, where we learn that Sicorio sent his blind servant-girl to San Millan:

Embiola al *monge* que los otros guarie.  
Tal era su creencia que guarir la podrie.

Now, if, as Hofmann evidently assumes, *monge* meant only monk in the sense of a member of a religious order such as the Benedictines, the emendation demanded by him would apply with equal force to this latter passage, where San Millan is again spoken of as healing the sick. But his reason is not valid since *monge*, besides meaning monk in the general acceptation of the term, that is, a member of a religious order, has also the more original sense of hermit, recluse. Not to speak of the fact that the Dictionary of the Spanish Academy, for instance, gives as the first meaning of the word *solitario*, *anacoreta*, and that the Italian Dictionaries define it in the same sense, the following passages from Juan Roiz, the Archpriest of Hita, who can hardly be suspected of ignorance in such matters, will serve to show that *monge* was used synonymously with *hermitanno*.

- STANZA 504: Era un *hermitanno* quarenta annos habia,  
Que en todas sus obras en yermo a Dios servia,  
En tiempo de su vida nunca el vino bebia,  
En santidad e en ayuno et en oracion vevia.
- 505: Tomaba gran pesar el diablo con esto;  
Pensó como podiese partirle de aquesto,  
Vino a él un día con sotileza presto,  
Dios te salve, buen omen, dixo con simple gesto.
- 506: Maravillóse el *monge*, dis: a Dios me encomiendo;  
Dime que cosa eres, que yo non te entiendo.
- 508: El diablo al *monge* armado lo enlase.
- 509: Dixo el *hermitanno*: non sé que es vino.
- 511: Bebí el *hermitanno* mucho vino sin tiento,  
Como era fuerte puro, sacól de entendimiento.
- 515: Descendió de la *hermita*, forzó una muger,
- 516: Esa hora fue el *monge* preso et en refierta.

There seems, therefore, to be no cause to suspect the correctness of *monge* in the passages in question, as it is a term perfectly appropriate to San Millan, whom the poet also calls *fradre* 44, 85, 139, and *preste* 128, 133.

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## THE ETYMOLOGY OF WANNION.

[*Pericles*, II. i. 17].

ENTER THREE FISHERMEN.

1. *Fish*. What, ho, Pilch!
2. *Fish*. Ho! come and bring away the nets.
1. *Fish*. What, Patch-breech, I say!
3. *Fish*. What say you, master?
1. *Fish*. Look how thou stirrest now! come away, or I'll fetch thee with a *wannion*.

The word *wannion* (*wanion*) occurs but once in Shakespeare, though it is common enough in our other older writers. Nares<sup>1</sup> cites a number of passages, in all of which the word is found in the phrase *with a wanion*; for example;—

"I'll tell Ralph a tale in his ear, shall fetch him again with a *wanion*, I'll warrant him."—Beaumont & Fletcher.

"Marry, hang you, westward, with a *wanion* to you."—*Eastward Hoe* (Old Play).

"Ho, clod-pate, where art thou? Come out with a vengeance, come out with a *wanion*."—Ozell's *Rabelais*.

"The pope made him with a *wanie* to come again *coram nobis*."—Fox, *Eccl. Hist.*

Now, what does this word *wanion* mean? What is its etymology? Nares guessed that the phrase *with a wanion* was "equivalent to *with a vengeance*, or *with a plague*," and that *wanion* was derived "either from *wanung*, detriment, Saxon, or from *wanian*, *plorare* [to weep]." "I should think," he adds, "from the former." He also records a guess by Boswell,—a *winnowing*, that is, a *beating*; but this he knew too much to accept.

In 1838, Richardson<sup>2</sup> cited from Sir Thomas More the following passage, taking *waniand* in it as equivalent to *wanion*, and connecting these words with *wanty*, a leathern thong, and *whang*, to beat;—

"He would of lykelyhood bynde them to cartes and beate them, and make theym wed in the *waniand*."—Works, p. 306.

"*Waniand*," adds Richardson, "seems to have some reference to cart furniture."

<sup>1</sup> *Glossary* (1822), edited (1859) by Halliwell & Wright, s. v.

<sup>2</sup> *Dictionary*, s. v.

Nares's editors, "Worcester" (1883), "Webster" (1884), Schmidt (*Shakespeare Lexicon*, 1886), and Delius (*Shakspeare's Werke*) 4th ed., 1876) ii. p. 684, were all content simply to re-echo Nares; Richardson's citation being either overlooked or else considered irrelevant. Meanwhile, however, something had been made of Richardson's "find."

In 1873-74, Wedgwood,<sup>3</sup> and again (but independently) in 1882, Skeat,<sup>4</sup> starting from Sir Thomas More's form *waniand*, considered by them as evidently the Northern present participle of Middle English *wanien*, Anglo-Saxon *wanian*, to wane, concluded that *wanion* was simply a corruption of *waniand*,<sup>5</sup> and that this participle had been mistaken for a noun meaning a *waning*, *detriment*, *ill luck*, *loss*. Participial *-and*, gerundial *-enne*, and verbal noun-ending *-ung*, it is well known, were often confused; and, hence, in the *waniand* (sc. *moon*), which meant in an *unlucky time*, could easily give rise to *with a wanion*, *with ill luck* or *loss*. Profane and other exclamatory language is never very accurate;<sup>6</sup> and, hence, *with a wanion* might easily come to be a mere objurgation used without a thought of either the derivation or the true meaning of the word.

In support of this view, Skeat cites further,<sup>7</sup> "It was in the *waniand* that they come there;"—Minot;

"When the mone is *wanande*;"—*Reliq. Antiq.*; and

"Now walkis in the *wanyand*, and wende youre way wightely."—*York Mysteries*.

In a word, Wedgwood & Skeat evidently accept Nares's guess, and consider it verified: "the wheel," as so often happens in such cases, "is come full circle." But is the explanation quite satisfactory? At the risk of seeming captious, I must say that it does not altogether satisfy me. Apply the interpretation *with a detriment* to the passages cited from Shakespeare and by Nares. In *Pericles*, the First Fisherman has lost his temper after twice cal-

ling his servant. "Don't stand there like a fool," he says,<sup>8</sup> "but come away and bring the nets, or I'll fetch thee"—what? *with a loss?* *with ill luck?* Rather tame objurgation, one would think, despite the apparent correctness of Wedgwood's etymology. So, in the passages from Beaumont and Fletcher and Fox, in which the use is precisely that of Shakespeare. In the translation of Rabelais, the difficulty is even greater; while, in the extract from *Eastward Hoe*, the interpretation *with a loss to you* would be tameness itself.

Nares's other guess, A. S. *wanian*, to weep,<sup>9</sup> yields somewhat better results; though, in some particulars, it is inferior to the derivation from *wanian*, to wane.

For one, though I know full well how unwise the confession is in these days of scientific etymology,—for one, I am inclined to like—I dare not say accept—Richardson's guess, wholly unsupported as it is. Just suppose for a moment that we had proof of *wannion*'s meaning a *halter* or a *whip*, (cf. Richardson's cited word *wanty*), how snugly this sense would read into all the passages quoted!

"I'll fetch thee," says the First Fisherman, "with a rope or a raw hide;"

"He would flog them at the cart's tail," writes Sir Thomas, "and make them wed with a halter round their necks,"—under pain of execution;

"Marry in the west, hang you," reads the old play, "and Jack Ketch take you."

Of course, this last suggestion is mere fooling, and, perhaps, not "very gracious fooling;" but who shall say that the evidence now wanting to support it may not some day "turn up?"

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#### MODERN LANGUAGE ASSOCIATION OF ONTARIO.

On Wednesday, Dec. 29, 1886, a number of ladies and gentlemen interested in the study and teaching of modern languages met in the University College, Y. M. C. A. buildings, and formed themselves into a society to be called "The Modern Language Association of Ontario."

The first half-day was spent in the business

<sup>3</sup> *Philological Society's Transactions*, as cited by Skeat, *Etymological Dictionary*, 2d edition.

<sup>4</sup> *Etymo. Dict.* 1st ed.

<sup>5</sup> Compare *an'*, in rapid utterance for *and*, *roun'* for *round*, etc.

<sup>6</sup> Compare *In principio*, Chaucer, C. T. 256.

<sup>7</sup> Second Edition.

<sup>8</sup> See the Third Fisherman's later speeches.

<sup>9</sup> Compare Stratmann, *Dictionary*, s. v. *winunge*.

of organization. A constitution was adopted, from which we make an extract or two, for the purpose of showing what the aims and work of the Association are to be: Article II., "The object of this Association shall be the promotion of the interests of modern language study in Ontario." Article III., "The Association shall consist of ordinary members, honorary members and associates. Ordinary members shall be persons engaged in modern language teaching in Ontario who have paid an annual fee of one-dollar. Honorary members shall be such persons as, on the nomination of the Executive Council, may be elected by the Association. Associates shall be persons interested in modern language study in Ontario who shall have been nominated by an ordinary member and have paid an annual fee of fifty cents, but shall not have the right of voting."

After the adoption of the Constitution, the Association proceeded to elect its officers for the coming year, with the following result: Daniel Wilson, LL. D., Honorary President; W. H. van der Smissen, M. A., President; Geo. E. Shaw, B. A., Vice-President; J. Squair, B. A., Secretary-Treasurer, and Messrs. W. H. Fraser, B. A., P. Toews, M. A., John Seath, B. A., D. R. Keys, B. A., F. H. Sykes, M. A., J. M. Hunter, M. A., LL. B., R. Balmer, B. A., and E. J. McIntyre, B. A., Councillors.

The first paper on the programme was on "The Status of Modern Language Study in Ontario," by Geo. E. Shaw, B. A. The essayist claimed that modern languages had not yet received in the schools and colleges of Ontario that recognition which their importance demanded, and thought the time had come for them to be placed on the same footing as other departments of study. After a hearty discussion of the points raised in Mr. Shaw's paper, the Association resolved: "That, in the opinion of this Association, much might be done for the improvement of modern language study in our secondary schools by a re-adjustment of the scale of values assigned to the subjects of English, French, German, History and Geography at the Matriculation Examination of the Provincial University, by increasing the value for English, French and German respectively, and at the same time by increasing the requirements in these subjects; and further, that these languages are of sufficient importance to justify such action; and that a copy of this resolution be sent to the Registrar of the University of Toronto."

At the evening session, F. H. Sykes, M. A., read a paper on "The Uses of Modern Language Study." The highest use of modern language study was to open to the student wide fields of literature, with all its liberalizing and purifying influences. The mistake often made was to be satisfied with an imperfect knowledge of a language while attempting to understand its literature. Hence the great im-

portance of mastering a language in all its details, in order to derive the greatest good from a study of its literature.

J. Squair, B. A., then gave an address on "French in University College," in which he pointed out the principles which should underlie a course of study in language, how these principles were exemplified in the French curriculum of Toronto University, and how this affected the work in University College.

A. W. Wright, B. A., followed with his paper on "Methods of Teaching Moderns to Beginners." Mr. Wright's paper was of a very excellent character, and contained a large amount of valuable matter. It was recommended by the President that it be published in full in some of the educational newspapers.

On Thursday morning, Dr. Daniel Wilson addressed the Association on some topics of general interest to students of language, insisting on the importance of broader studies than have often been pursued. His address was of a most refreshing and encouraging kind.

R. Balmer, B. A., followed with a paper on "Examination in Modern Languages," in which he drew attention to some of the defects which have characterized English, French and German papers at the Department Examination. It gave rise to a long discussion, and the Association resolved that a committee wait upon the Minister of Education with the following memorial: "That, in the opinion of this Association, the character of the Departmental Examinations in French and German is extremely unsuitable in many respects, and further, that these examinations should be assimilated in character to those of the Provincial University."

At this point a telegram was received from the Modern Language Association of America, in session at Baltimore, Md., conveying the greetings of said Association to its young Canadian sister. The President and Secretary were instructed to reply in a suitable manner. The last paper on the programme was on the subject of "English Literature and Grammar," by E. J. McIntyre, B. A. Mr. McIntyre emphasized the importance of directing the attention of students to the spirit of literature rather than to exhaust their energies in discussing matters pertaining merely to its form. After a discussion of the points raised in Mr. McIntyre's paper, the Association resolved: "That, in the opinion of this Association, it is desirable that the honor course in modern languages in the curriculum of the University of Toronto be relieved of the honor work in history and ethnology; and that a copy of this resolution be transmitted to the Registrar of the University." The Association then adjourned, and all departed, satisfied with the success of the session and persuaded that the Association will be able in the future to per-



form important services in the cause of education.\*

\* We have received the above account through the courtesy of Prof. J. Squair (University College, Toronto) Secretary of the Association.

*Altisländische u. altnorwegische Grammatik,*  
unter Berücksichtigung des Urnordischen,  
VON ADOLF NOREEN. Halle, Niemeyer,  
1884, XII, 212, 8vo.

The delay in the appearance of the present review is due to a desire to do ample justice to a subject of more than ordinary difficulty. Old-Icelandic is confessedly the most complicated form of Teutonic speech. Even under Noreen's painstaking guidance one is continually liable to trip over some idiosyncrasy in phonology or inflection, that the doughty old Icelanders seem to have evolved with malice aforethought as a pitfall to the unwary. For many months Noreen's book has been my daily companion. For three months, at least, my hourly companion. I have examined and re-examined every statement under the strongest light that I could bring to bear from High German and from Anglo-Saxon. No wonder, then, if I have grown to look upon the book and its author with a feeling of strong personal attachment, amounting to gratitude. For Noreen has carried me—and many others too—over what used to appear a discouraging jungle of forms, and reduced to a rational system what used to appear without rime or reason.

If, then, the following remarks should suggest fault-finding rather than praise, I can only beg the reader to exonerate me once for all from such an ungenerous impulse. What is good in the book is above praise from any one. Whoever wishes to discover that, need not take my words; better go to the book itself and master it. Only let me call attention to one feature, in which Noreen has shown a more practical turn than his fellow-grammarians. Namely, §§ 137-164, 230-61, containing "etymological surveys" of the vowels and the consonants respectively. These "surveys" are to the beginner simply invaluable. Whenever one is at a loss to account for a given letter historically, one has only to turn

to it in these quasi-indexes, where he is referred to the previous paragraphs in which its genesis has been discussed at length. Further, Noreen's treatment of Verner's law, §§ 262-265 is more satisfactory than in the other grammars of this series. (Is it quite safe to attribute, § 263.3, such forms as *vissa*, *hvass*, parallel to *vita*, *hvetja*, to the operation of Verner's law?). The general treatment of Teutonic vowels, §§ 53-58, and of Ablaut, §§ 165-173, is also in the same liberal spirit. Yet the author's assumption of a primitive Teutonic a-umlaut, §§ 172.56, is evidently untenable and has already been promptly condemned.

In general, inflection plays a subordinate part to phonology. This is only in accordance with the tendency of the Younger School of philology and is almost a necessity in any scientific treatment of Icelandic. The nouns and adjectives fare better at Noreen's hands than the verbs. I cannot help thinking that some, at least, of the more puzzling variations in the indicative present should have been given more fully. By an oversight the verb *lesa* has been omitted from § 410. I do not find anywhere a discussion of the umlauted past-participles of the ablauting verbs, § 455, such as Sievers has indicated, § 378, of his grammar. True, *frörinn*, *körinn*, and the like come under the head of R-umlaut, § 68, 3. But why *tekenn* (*taka*) versus *farenn* (*fara*)?

I do not like Noreen's classification of weak verbs. It may be in accordance with tradition and practical enough for Icelandic alone, but it throws these verbs out of all parallelism with their treatment in kindred languages, that is, *-jan*, *-aian*, *-ön*. Noreen's class I = *-ön*; class II = *-jan* (short stems); class III = *-jan* (long stems); class IV = *-aian*. One has continually to stop and reconstruct the numbering, before one can compare Icelandic with German or with English.

Noreen, Sievers, Braune, Paul, all make one practical mistake, I think, in dismembering and treating in separate paragraphs phenomena that belong together organically. A notable instance is the Umlaut, another the *j-i* shifting. If Noreen in this respect is more trying to the beginner than his fellow-grammarians, the language itself is doubtless to blame for the aggravation. Thus, § 76, 3, we

read that stem *u* becomes *o* "vor einem aus *nk, nt, mp* entstandenen *kk, tt, pp*, z. b., *sokkenn*, &c., &c." What other inference can the beginner draw from this, than that the change *u* > *o* is due to the influence of the following consonant? The more so, since § 76, 1 and § 76, 2 do treat of consonantal breaking, for example, *sótt* < \**sucht*, *tor-* (Gothic *tuz-*). Now, Noreen probably means nothing of the sort. The change *u* > *o* in *sokkenn* is not due to consonantal influence, but to the original \**on* of the termination infecting the stem-vowel after the protecting \**nk* of the stem had gone over to \**kk*. In other words, this section should have been introduced sub § 55. Had Noreen introduced it there, he would have escaped the appearance of a blunder. To pursue the same line, why could not the author have treated together all cases of R-umlaut? As it is, we get the bulk of the phenomenon in §§ 68, 69, and a small remnant in § 76, 2; § 77, 2. Similarly in § 77, 3 we learn that Teutonic *-i-* becomes *-e-* before *kk, tt, pp* < *nk, nt, mp*, but no cause is assigned. Is not the conversion parallel to that already noted above in *sokkenn*? That is, the \**on* of the termination has infected the stem-*i*. Given in extenso, the process would be ind. g. *sengwon* > Teut. *sinkwon* > icel. \**sikkwon* > icel. *sekkva* or *søkkva*. The conversion belongs properly to sub § 56, although the "urgermanisch" there is untenable.

The point that has given me most trouble is the *j-i* shifting. To understand Noreen's treatment fully, one must keep in mind all the time the following paragraphs: §§ 58, 132, 134, 135 *An.* 2, 218; 226, 5; 260; 278-283; 294-298; 413; 423, 427-433; 453, 3. It is possible that I may have overlooked a chance statement elsewhere. Now could not all this be reduced to one general paragraph, leaving slight inflectional variations to their respective places in declension and conjugation? As the case stands, the beginner who wishes to comprehend, for example, the form *merkja* will, on turning to §§ 260, 4; 226, 5, learn that the *j* has been evolved ('entwickelt') from the palatal *k*. That is *merkja* < \**merka*? Of course, the other languages will teach him at once that this \**merka* must itself be from an earlier \**merkja*, or \**merkia*. Which is it? A consultation of § 58 (and especially of Sievers'

Grammar there referred to) and § 132 will lead him—rather tortuously—to the progression: \**merkejon* > \**merkjon* > \**merkion* > \**merka* > *merkja*. I should like to put the question: Which is better, to assume that the actual *merkja* is evolved from a \**merka*, or to assume that it is only the retention of the previous *j*? Without pressing the question, may I not hold at any rate that the only satisfactory way of treating the *j-i* is to compress it all into one general paragraph, giving sufficient illustrations of long stems and short ones, both in conjugation and in declension? And may we not begin with the assertion that the disappearance from short stems of *j* before palatal vowels is *General Teutonic*? I am quite certain that a good many in Germany believe it, although we cannot bring them to the point of saying so in print. Gothic *nasjis*, *nasjip* need not disconcert us. That language was quite capable of restoring the *j* from the analogy of *nasja*.

In this connection Noreen has committed a slight inconsistency. In § 135, *An.* 2, speaking of the disappearance of termination vowels, he says "Auch *i* ist vielleicht schon urnordisch geschwunden, wenigstens nach kurzer wurzelsilbe, wo kein umlaut auftritt." This does not quite tally with § 453, 3, where it is argued that *-i* (*-e*) of the 2. s. imperative must have existed in urnordisch because of *send* (instead of \**setf*). True, *send* is a long stem. But will not the same argumentation apply to the short stem imperative *vel* (*velja*)? If *send* < \**sandi* < \**sandi-e* < \**sandje*, then *vel* < \**vali* < \**valj* < \**valje*.

The various umlauts are treated at length and with great wealth of detail. Especially the *u(o)*-umlaut is illuminated brilliantly. Yet the author has overlooked one minor point, that is, the carrying back of the *o*-umlaut into the penultimate, for example, in *kelloðu* < \**kallōðu* (pret. pl. of *kalla*), *gnnur* < \**anþaru* (cf. Gothic *anþara*).

Which is earlier, the *i-* or the *u-* Umlaut? Noreen assigns the priority, § 72, to the *i-* Umlaut. This is controverted by his reviewer in the *Lit. Centr. Blatt* (Paul?) 1886, pp. 393-394, on the strength of such syncopation as *spōðlar* < \**saðular* versus *luklar* < \**lukilar*. But, at bottom, does not this argument rest on the as-

sumption that syncope was a general process synchronous in all vowels after short stems, and is the assumption proved? Antecedent probability is in favor of *i* having been syncope earlier than *u*. In any case, the facts accumulated by Brate in his two articles on the Danish element in English and briefly indicated by Noreen in his Appendix, seem to favor slightly the priority of *i*-Umlaut.

The usefulness of the work is much enhanced by an alphabetic index to the declension and conjugation. But why not extend the index to the phonology also? Sievers has done this (for the more important phenomena, at least) in his second edition, and surely Icelandic offers at least twice as many difficulties as Anglo-Saxon.

Numerous single points need further explanation. I note here a few at random, in the hope that Noreen may be induced to discuss them. Thus, how are we to regard *merr* 'Stute'? In § 298, *An. 1*, it is cited as \**merhið*, O. H. G. *meriha*. Why then do we find only *mer*- in the oblique cases (Vigfusson's Dict.)? See also A.-S. *miere* (*miere*?). Kluge's *Stamm. Lehre*, § 37, does not help us to understand why we should get sometimes *rr*, sometimes *r*. Again, what is the relation between *byrr* 'günstiger Fahrwind,' § 303, *An. 1* (§ 200, 2. b. α) and the *ambyrne wind* of Alfred's *Oros.* 19, 13? May not the unusual and unphonetic *dyntr* (more correct *dyttr*), § 197, *An. 2*, be an English loan? cf. *ðone dynt Past.* 339, 15 and *Bei IX.*, 242. Noreen's reduplication-preterites *sera*, *snera*, *vera*, § 421, will doubtless clear up the *s(r)* preterites that have puzzled both readers and reviewers of the *History of the German Language*, by Strong and Meyer, cf. MODERN LANGUAGE NOTES I., 124, a. Can the seemingly strong participles *valinn* (*velja*), § 429, be explained in connection with § 220, 2, that is, the interchange of *-nr* and *-pr* through false analogy?

The study of Icelandic stirs one up to all sorts of wide-reaching questions. But I must break off with the assertion that Noreen's grammar is a model of acumen and exposition.

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*Französische und englische Schulbibliothek.*—

Ausgewählte Erzählungen von Alphonse Daudet.—Für den Schulgebrauch erklärt von ERNST GROPP. Leipzig, 1886. Gr. 8vo. Flex. cl. pp. 91. M. 1,15.

*Auswahl französischer Gedichte.*—Für den Schulgebrauch zusammengestellt von ERNST GROPP und EMIL HAUSKNECHT. Leipzig, 1886. Gr. 8vo. Flex. cl. pp. 224. M. 1,80.

*Abriss der Französischen Verlehre* von DR. ERNST GROPP. Leipzig, 1886. pp. 18. M. 0,40.

The timely series of articles in the MODERN LANGUAGE NOTES by Mr. Ferdinand Bôcher, ought to be a hint to some of our American publishers and induce them to furnish us with cheap and well selected French and German texts with adequate notes. I say cheap, because the price of the annotated text-book published by American publishers is too high; besides the notes in some of the earlier series, edited by prominent teachers, are not satisfactory. The series seem to have been undertaken merely as a commercial venture. The Germans are far in advance of us in the publication of suitable texts for class use.

The two books first mentioned above and which form part of a series of French and English texts, are well printed, in clear, large type, on excellent paper and are bound in flexible cloth. The price of the different volumes in this series ranges from M. 0,85 to M. 1,80.

I had never seen any text of this series, but had already used in French Classes, when the students were conversant with German, some texts published by the "Weidmannsche Buchhandlung," indeed, am reading with a class a selection of Victor Hugo's poems annotated by Kühne and published by Weidmann.

It is always some risk when one not to the manner born undertakes the annotation of Modern French novel writers, such as Daudet and Coppée; but Mr. Gropp's notes to his selection from Daudet's tales are sufficient and reliable. In looking over them, I notice but two slight errors: In "Les trois sommations," he explains "trique" by "eigentlich Knüttel, hier Gewehrkolben." Mr. Gropp must excuse one who has been there, *et qui est payé*



*pour le savoir*, for saying that "trique" means here "Knüttel" and nothing more. In "Salvette et Bernadou," he translates "vin clair" or "clairette" by "sowiel wie vin du pays, vin du cru." If he means in "vin du pays" the "pays" of Salvette and Bernadou who are "Provençaux" I am satisfied.

The "Auswahl französischer Gedichte" is a fair selection for school use from modern poets; Théophile Gautier, Sully-Prudhomme, François Coppée, Nadaud, Beranger, Theuriet, Musset, Victor Hugo, etc. are represented, and even Amiel, Marc-Monnier, Petit-Senn and Richard have a place, so that the book will prove acceptable to many Swiss teachers. About twenty five pages are given to the most popular fables of La Fontaine. The notes have not yet appeared, but Mr. Gropp has published in advance of the notes an "Abriss der französischen Verslehre" which in 18 pages contains an excellent and clear compendium of French prosody, such an one as I should like to find at the end of a good selection of Modern French poets—well annotated for the use of our French classes.

CASIMIR ZDANOWICZ.

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*Grammaire de la langue roumaine* par V. MIRCESCO, précédée d'un aperçu historique sur la langue roumaine, par A. UBICINI. Deuxième édition. Paris, Maisonneuve. 179 pp.

The remarkably small part taken by students of Romance philology in the study of the equally interesting and important Roumanian language, may be strictly ascribed to the fact that, up to the present time, a satisfactory exposition of the grammar of the Roumanian language, which might serve as a basis for investigations in its phonetic and literary history, has been entirely wanting. This comparatively untouched field promises a rich yield even to those of the many Romance philologists who are unacquainted with the Slavonic languages.

The grammar now before me, which has appeared in a second and, as it seems, entirely unchanged edition, will contribute but little to aid in this work. The preface by Ubicini, who

is known from several works on the Oriental question, has been taken from the first edition of 1884—a fact which at first-sight excludes it from the category of scientific works. He himself declares that the author "n'a eu d'autre ambition que celle d'être le premier à faciliter au public français l'accès d'une langue parlée aujourd'hui par plus de huit millions d'hommes." The remarks on the pronunciation leave much to be wished for. The pronunciation of the *c* and *g* which is easily comprehended by a Frenchman, takes up the greater part of those few pages, while several remarkable exceptions are not noticed at all. In the grammatical part, the author does not show the slightest knowledge of philological principles. Thus, for instance, the formation of the masculine plural is rather confusing, the endings being mentioned in the following order: *e, i, url* (*e* and *url* are exceptions to the regular form *î*). The better part of the work is a small vocabulary of words of frequent occurrence, filling thirty-three pages, a number of dialogues and a small specimen of poetry (fifty-nine pages). The Roumanian grammars being almost exclusively written in German (except those by native scholars), the student unacquainted with this language may wish to avail himself of the assistance of this book which, poor as its contents are, will enable him to comprehend the elements of grammar and to gather a number of words sufficient to read easy texts.<sup>1</sup>

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Hoboken, N. J.

<sup>1</sup> The following two Roumanian grammars, in German, are somewhat superior to the one mentioned above:

*Practische Grammatik der rumänischen Sprache* nach Ahn-Ollendorff's methode von JON MAXIMU (Hermannstadt).

*Practische Grammatik der rumänischen Sprache* von I. CIONCA. (Bucarest).

The latter contains a few extracts for reading; the former does not. (Eds.)

#### BRIEF MENTION.

Prof. Paul Passy, President of *L'Association Phonétique* of France, and editor of *Dhi Fonetik Titcher* has published a brochure entitled *Éléments D'Anglais Parlé*, in which the elements of English Grammar, with extracts for reading are presented in phonetic transcription according to the principles for the practi-

cal study of language adopted by the Society of which he is President, and by the allied Scandinavian Society *Quousque Tandem*, and as set forth by Franke in *Die praktische Spracherlernung*, and by Sweet in *The practical study of language*, and applied by the latter in his *Elementarbuch des Gesprochenen Englisch*. This brief pamphlet of but 32 pages will have an interest for those that may be concerned in observing a certain phase of an important educational problem.

Dr. H. A. Todd, Associate in Romance Languages, began on December 1st, at the Johns Hopkins University, a series of weekly readings in the *Divina Commedia*, consisting of a translation of the text, with requisite comments. The purpose of the interpretation, which is to cover for this season the *Inferno*, is to bring students of Dante into as close relation as possible with the language and spirit of the original, rather than to expound conflicting theories of criticism.

We notice with great pleasure that the "Academy," a monthly journal devoted to the interests of secondary education (George A. Bacon, Syracuse, N.Y., editor and publisher), in an extra number of January last, has issued an excellent translation of the concluding chapter of Professor Paulsen's *Geschichte des gelehrten Unterrichts*. As a fine result of thorough historical investigation and of keen observation of the present condition of classical training in Germany, we have already called attention to its importance in our review of the work in these columns. Fortunately it has now been made accessible to every one, and we believe that it will not fail to contribute much to the development of modern language study in America.

Dr. C. A. Buchheim, of King's College has long been known as an editor of German Classics and text books; and his work, both as an annotator and critical editor, has always been of the highest rank. The present volume<sup>1</sup> by his daughter, Miss Emma S. Buchheim, deserves great praise; the stories

are well selected and the notes bear witness to the editor's judgment and scholarship. An edition of Niebuhr's "Heroen—Geschichten" was published by Dr. C. A. Buchheim about twenty-five years ago, intended as a first German reading book. We are informed in the Preface that Niebuhr's tales have recently been adopted as one of the Text-books in the Oxford Local Examinations, and, therefore, this new edition has been prepared by Miss Buchheim, as it is no doubt better adapted to the purpose than the old one. Miss Buchheim gives a very good biographical notice of the great historian, B. G. Niebuhr. The old legends of Greece have lost nothing of their attractiveness in the new garb in which they are presented here and we are sure that this little volume will be found both interesting and useful to the student.

G. P. Putnam's Sons, New York, have recently added to their series of German classics a selection of Schiller's letters, edited by Pauline Buchheim. The letters are selected with taste from the large collections of Schiller's letters to his wife, to Körner, Göthe, W. von Humboldt and various other friends. As Schiller is one of those German authors that are read to a great extent in America, the interest in his personality is wide-spread, and nothing will sooner develop this personal interest into a deeper understanding of the great poet than a careful study of his letters. It is a generally known fact, however, that many of his letters can be called epistolary essays, containing in many instances the germs of his philosophical and æsthetic writings. These relations must necessarily be shown in the "notes;" for, the ordinary student cannot be expected to be acquainted with Schiller's æsthetic principles. Without such explanation, the classical letter, for example, in which Schiller characterizes Goethe will be only an empty sound to the reader. The editor, who, according to the preface, has "confined herself to explaining unusual constructions and idiomatic peculiarities and to giving such historical, personal and literary explanations as seemed necessary for the elucidation of the text," has not entirely fulfilled her promise. The traces of a certain feminine diletantism may be discovered on almost every page, and the quotations from the

<sup>1</sup> Niebuhr's *Griechische Heroen—Geschichten*. Tales of Greek Heroes, edited with English Notes and a Vocabulary by EMMA S. BUCHHEIM. School Edition. Oxford, At the Clarendon Press, 1886.

Greek, Latin and Old High German are not sufficient to conceal them. In the hands of a good teacher, however, who is able to supply what the "notes" are silent about, these excellently chosen letters can be read with the greatest profit to classes. In regard to the typography of the book, we must say that it does not approach the standard. There are certainly German printers enough in this country who can do better work. As the references in the "notes" are given according to the numbers of the lines on each page, it would relieve the reader of much painful trouble, if the lines of the text were numbered in the margin as is customary in many such editions.

*Obras de Ramón Lull.* Texto original publicado con notas, variantes, ilustraciones y estudios biográficos y bibliográficos por JERÓNIMO ROSSELLÓ: impreso en Palma en la tipografía de la Bibl. Popular. MDCCCLXXXVI. Cuaderno I.

Jerónimo Rosselló promises us here a complete and critical edition of the collected works of his countryman Raymond Lully, the famous Catalan philosopher of the thirteenth century, whose poetical works he had already edited in 1859. We should have preferred if the editor, instead of indulging in his preface in a somewhat lengthy and gratuitous captatio benevolentiae, had told us something more definite about the scope of his undertaking and the principles he will follow in carrying it out. As far, however, as we may judge from the first number here before us, which besides a letter of dedication to Luis Salvador, Archduke of Austria, contains only seven pages of the editor's preface, and twelve pages of text (beginning with the *Libre del gentil e los tres savis*), this edition bids fair to become a pretty reliable aid to the study of Catalan literature and particularly to a more just appreciation of the position occupied in it and in European literature in general by Raymond Lully.

The typographical execution is excellent. Each number is to contain, besides the text, biographical and bibliographical notes, and will be accompanied by colored plates on vellum, illustrative of the text, and by polychromatic facsimiles of the miniatures and

notable pages of the codices. Thus in the first number we find a facsimile of the miniature on the first leaf of the *Libre del arbre damor*, a codex of the fourteenth century. Notwithstanding its elegant garb, the work is offered at such a moderate price as to place it within the means of every friend of Catalan studies.

Dr. Henry Sweet, the distinguished Old English scholar, has just published a *Second Middle English Primer* (Clarendon Press) which, as the sub-title, "Extracts from Chaucer, with Grammar and Glossary," shows, may also be called a Chaucer Primer. It is, on the one hand, a continuation of the author's First Middle English Primer in which extracts from the *Ancren Riwe* and from the *Ormulum* are treated, and, on the other hand, is adapted, to use the words of the Preface, "to the more numerous class of students who simply wish to acquire the power of reading Chaucer at sight in such a way as to do full justice to the metre, and at the same time to restore, as far as possible, the genuine Middle English pronunciation." It is needless to say that the author's peculiar fitness to describe the language and pronunciation of Chaucer, has been carefully exercised in the Grammatical Introduction, and in the phonetic transcription of certain passages of the text, so that it may be confidently hoped that this little book may lead many to acquire a truer appreciation of the poet's art and music. The carefully prepared text is chiefly made up of selections from the minor poems "to avoid clashing with the volumes of Chaucer extracts already published by the Clarendon Press." There can be little doubt that this series of Primers would be found still more useful if in the Glossaries the etymological relations of the words were briefly indicated, and a body of "Notes" after the fashion of Mr. Skeat's editions, dealt somewhat with the obscurer passages, and the less obvious allusions to the manners and customs of those early times.

*Poets and Problems* (Ticknor & Co.,) is a volume of essays in which the author, George Willis Cooke, aims to make clear the mission of the poet. The introductory chapter declares the poet to be the Teacher; "poetry the inter-



pretation of life in response to emotion and imagination." The following sections of the book are devoted to Tennyson, Ruskin and Browning respectively; for "Ruskin is the prose interpreter of the poetical and artistic side of life." The author writes with the sympathetic earnestness of one with a mission to fulfill. His propositions have been well thought out, and crystallized in fit phrase; each is born of conviction directly based on first principles, rather than proceeding from logical sequence; the result is a detached, antithetic, epigrammatic style which the warm enthusiasm of the writer has just saved from becoming wearisome. A chance passage illustrative of the style and the instructive character of these pages may be given: "In this group of men Carlyle is the greatest genius, Emerson the noblest personality, and Browning the most original interpreter of life. Carlyle deals with history in its largest relations and purposes; Browning with the individual man as a soul distinct and unique, and Emerson with the moral law as applied alike to individuals and nations. The first exalts intellect and force, the second feeling and spiritual insight, the third conscience and intuition. Browning has the least of doubt, Emerson the least of practical sense, and Carlyle the least of moral stability. Emerson writes meditations concerning the ethical life, Browning soliloquizes of the individual soul as subjected to life's manifold experiences and Carlyle rhapsodizes about the epical movements of mankind. In Carlyle the great characteristic is strength, in Emerson sweetness, and in Browning light. It is Emerson we love, Browning we accept as a master, and Carlyle we reverence for his genius."

William R. Jenkins, New York, has issued the initial volume of a French series for young folks, to be known as *Bibliothèque choisie pour la jeunesse*: It comprises Mme. de Ségur's amusing story of "Les Malheurs de Sophie," which has become almost as great a classic among French children as *der Struwwelpeter* is to the Germans. It relates the adventures and misfortunes of a heedless little girl who gets into all manner of scrapes through her thoughtless disposition, and it is delightfully amusing throughout. The American reprint, which is

issued both in paper and cloth covers, is illustrated with several clever scenes from the story. Alphonse Daudet's latest story, recently published in Paris, an exquisite character sketch of life on a Seine boat entitled "La Belle Nivernaise," has just been reprinted here by Mr. Jenkins, in his well known *Contes Choisis*, published at 25 c. "L'Ombra," by A. Genevraye, an author little known to French readers in this country, has also just been added to the series of *Romans Choisis*, by the same publisher.

Henri Truan's admirable work, "Les Grands Ecrivains Français," a treatise of over 700 pages of selections from the great writers of France, is to be published hereafter in New York by Mr. Jenkins, by arrangement with the author. The work is used as a standard textbook in the schools of Paris, and is annotated throughout with notes in English, German and other foreign languages.

At a recent meeting of the Verein für neuere Sprachen zu Hannover (Germany,) gab der Vorsitzende, Herr Oberlehrer Ey, eine kurze Uebersicht über die Vereinsthätigkeit. Es wurden im letzten Halbjahre 11 Vorträge gehalten und zwar redeten:

1. Professor Viotor über den Anfangs-Unterricht im Lateinischen.
2. Professor Stengel über einen zu gründenden Verband deutscher neuphilologischer Vereine.
3. Herr Oberlehrer Dr. Pieper: Discours sur la révolution française.
4. Oberlehrer Brinkmann: Die Einwirkung der deutschen und englischen Literatur auf einander.
5. Herr Reallehrer Wanner: Wotan's Charakter nach der Edda und Wagner's Ring des Nibelungen.
6. Dr. Knigge: Der Dichter von The Pearl, Sir Gawain, Cleamesse de Erkenwalde und Patience.
7. Herr Oberlehrer U. Ey: Sur la poésie de la Sainte Chapelle et de Notre-Dame de Paris.
8. Dr. Bottermund: Ueber die Psychologie der Sprachen.
9. Dr. Reissert: Das Märchen vom Schlafraffenland aus alter und neuer Zeit.
10. Dr. Müller-Frauenstein: V. v. Scheffel.
11. Rector Dr. Rosenthal: Ch. Kingsley.

Dr. Julius Goebel began on Wednesday, January 5, a course of eight lectures (in German) on *German Literature*. This course was undertaken at the request of leading citizens of Baltimore. It has been continued on successive Wednesdays, at 8 p. m., in the smaller hall of the Academy of Music. The special subjects are as follows:

1. The beginnings and earliest documents of German literature.
2. The Minnesang (Walther von der Vogelweide.)
3. The great Mediaeval Epics.
4. Literature in the time of the Reformation.
5. Lessing and Herder.
6. Schiller.
7. Goethe.
8. The Romanticists.

Dr. Henry Wood, Associate Professor of German in the Johns Hopkins University, began, on January 25th, a course of lectures on the *Nibelungenlied*. The subjects of the lectures are as follows:—

1. Introduction. Successive periods of German life represented in the *Nibelungenlied*. The story as a growth.
2. The mythical and historical elements. The Norse and German legend compared. Composition of the Epic.
- 3, 4. Brunhild, Siegfried, Kriemhild, Hagen. Analysis of character and action. Readings.
- 5, 6. Kriemhild as avenger. The journey to Hunnenland; Etzel, Dietrich, Margrave Ruediger.
7. The fall of the Nibelungs.
8. Wagner's Ring des Nibelungen in its relation to the Saga and the Epic.

#### PERSONAL.

Professor Erich Schmidt, director of the *Goethe-Archiv* in Weimar and author of 'Lessings Leben' and various monographs, has been called to Berlin to fill the chair of the late Wilhelm Scherer. He will be succeeded by Bernhardt Suphan, the editor of 'Herders Werke.' In view of its proposed large and critical edition of Goethe's Werke, the Goethe Society must be congratulated on having secured the services of so eminent a scholar as Suphan, who has given the German nation the best critical edition of one of its great classics.

Professor L. Clédat, of the *Faculté des Lettres*, Lyons, France, purposes to establish soon a new serial publication under the title, *Revue des patois franco-provençaux*. It is with great pleasure that we are able to announce this fact and we shall give full particulars concerning the new venture as soon as the prospectus reaches us.

Percy B. Burnet was appointed at the opening of the present year, Instructor in German at Indiana University (Bloomington). Mr. Burnet is a graduate of Vincennes University (Indiana) and afterward (1884) took the degree of B. L. in the Modern Language Course of Indiana University. He then went abroad to study German and French for a year, dividing his time between Leipsic and Paris.

Professor J. S. Blackwell, of the University of Missouri [Columbia,] is preparing for American students a manual on German Prefixes and Suffixes, both for the "echte und unechte Zusammensetzungen." This work will deal with the practical features of the subject rather than with the etymological and will probably run to two hundred pages, 12mo. It is now intended to have it published during the coming summer vacation.

Dr. H. Körting, (Leipsic,) whose *Geschichte des französischen Romans im XVII. Jahrhundert* has already been noticed in these columns (cf. MODERN LANGUAGE NOTES, vol. II. p. 19) is at present engaged on the *édito princeps* of an extensive Old French Epos of a moral-satirical, allegorical character. It is the little known 'Echeos amoureux', of the Dresden Codex, a poem that contains 30,000 verses and is of great interest for the study of the customs, habits and history of the closing Epoch of the Romance Middle Ages. It is also of importance as a poetic outgrowth of the 'Roman de la Rose' and of the 'Tesoretto.' The editor purposes, in the 'Introduction,' to give us a short history of the Allegorical Middle Age Novel, the need of which has been so sorely felt up to the present time; the text will be accompanied by all the *variae lectiones* and followed by a glossary containing all peculiar or important words to be found in the poem. It will probably require about two years yet to finish the work.

Professor Gustav Körting (Münster), author of the 'Encyklopädie der romanischen Philologie' and brother of the above, has in press a 'Compendium der englischen Literaturgeschichte' and also a monograph combating the idea of the 'Deutsche Einheitschule.' Dr. Einkenel (Münster) has well under way his important Chaucer-Syntax studies, which will be out about Easter time.

Rev. Dr. John Pollard was called at the beginning of the present academic year to the Chair of English in Richmond College, Richmond, Va. Dr. Pollard was graduated in 1860 at Columbian University [Washington, D. C.] which institution conferred on him the degree of M. A. in 1867 and of D.D. in 1877. He has been in the pastorate for the last twenty-five years, having served churches in Baltimore and Richmond, and resigned his charge in the latter city to accept the position that he now holds.

Melville B. Anderson, A. M., was called last June to the chair of English and History in Purdue University, Lafayette, Indiana. Professor Anderson spent two years at Cornell University (1870-72,) after which he taught for three years, then went to Göttingen where, together with Lausanne and Paris, he passed the following two years [1875-77] in attending lectures and studying the French and the German literatures. Returning to America, he was for three years [1877-80] Professor of French and German at Butler University (Indiana), then for one year Teacher of English and German at the Indianapolis High School. After this, he was called (1881) to the Chair of English literature and French in Knox College, Galesburg, Ill., where he remained up to the entrance upon his present duties, as successor of Professor E. E. Smith.

Professor Anderson is a frequent contributor on subjects connected with English literature, to the well-known Chicago literary monthly, *The Dial*, and has just brought out a translation into English of Victor Hugo's "Shakespeare," a handsome volume of about 450 pages [A. C. McClurg & Co., Chicago, Publishers].

The English Folk-Lore Society has invited Professor T. F. Crane, of Cornell University,

to edit for the society the Jacques de Vitry 'Exempla.' It is a compliment to American scholarship in this line that they voted to entrust the work to Professor Crane without any limitations whatever. The work will probably be ready before the end of this year.

Mr. N. du Puitspelu has just published at Lyons (Georg, Publisher) the first installment [112 pp.] of a *Dictionnaire étymologique du patois lyonnais*.

#### OBITUARY.

On November 28th, 1886, Dr. Joseph Haller, died at Munich (Bavaria), in the seventy-sixth year of his age. He is especially known to Romance scholars by his important work, in two volumes, entitled: 'Altspanische Sprichwörter und sprichwörtliche Redensarten aus den Zeiten vor Cervantes.' (Regensburg, 1883).

#### JOURNAL NOTICES.

*Wochenschrift für Klassische Philologie.*

No. 3.—H. SCHUCHARDT, Romanisches u. Keltisches (*H. Ziemer*).

*Literarisches Centralblatt.*

No. 1.—DIETZ, DR. MAX, Geschichte des Musikalischen Dramas in Frankreich während der Revolution bis zum Directorium (1787-1795), Wien, 1885.

Author deserves praise for having devoted a special work to this period; a revision of the plan recommended; too much attention given to the purely political features of the subject; strictures on the classification.

No. 4.—*Alessandro Manzoni*, la sua famiglia, i suoi amici. Appunti e memorie di S. S. Milans. Hoepli, 500 pp.

Polemic against Cantù; results of twenty-four years of intimacy with the Italian novelist; must be regarded "als Grundlage jedes Manzoni-Studiums."

MIKLOSICH, FRANZ, Etymologisches Wörterbuch der Slavischen Sprachen. Wien, 1886. 548 pp., M 20.

"Das werk gehört zu denen, welche jedem Forscher unentbehrlich sind."



*Deutsche Litteraturzeitung, VIII.*

**No. 2.**—MODERSOHN (HERMANN), Die Realien in den chansons de geste "Amis et Amilis" und "Jourdins de Blaives." Münster, 1886. (*Oscar Schultz*).

"Der verf. hat in fünf kapiteln die lebensformen, wie sie sich in den beiden chansons de geste darstellen, mit sorgfalt und umsicht geschildert." Interesting book: review, favorable."

**No. 3.**—BURGATZCKY (OTTO), Das Imperfect und Plusquamperfect des Futurs im Altfranzösischen. Greifswald, 1886. (*W. Meyer*).

"Die auf aufmerksamer Lektüre einer ziemlich beträchtlichen Zahl von Texten beruhende Arbeit gibt einen recht dankenswerten Beitrag zur altfranzösischen Tempus und Moduslehre." Mätzner's opinion that the Conditional is an Indicative verb-form, is here established for Old French.

*Revue Critique.*

**No. 1.**—JACQUINET, (P.) Les femmes de France, poètes et prosateurs. Paris, 1886. (*A. Delboulle*).

[Favorable review].

*Revue du Monde Latin. 1<sup>re</sup> Livraison.*

MILLIO (Lotty), Le Giandouia Piémontais.

Interesting glance at certain peculiar features of peasant life in Piedmont. Giandouia= name of a peasant type.

DE CASSANO (LE PRINCE), Les Hommes du monde Latin: Marco Minghetti.

A popular review of M.'s life as statesman and writer: his relation to Cavour; the important rôle he played in the unification of Italy.

*Revue des deux Mondes. 15 Janvier.*

DE SAPORTA (LE MARQUIS), Les derniers temps de la famille de Mme. de Sévigné en Provence.

The writer thinks the *raison d'être* of the fortune that has attended Mme. de S's letters, is to be found in the passions, circumstances and incidents of the forty years (1696-1747)—period that has been little studied—extending "de la mort de l'aïeule à celle de la petite fille." He confines himself to Provence and to this epoch.

*Nuova Antologia. Fascicolo 1.*

PANZACHI (ENRICO) Ernesto Renan drammaturgo. His four dramas: 'Caliban,' 'Eau de Jouvence,' 'Prêtre de Nemi,' 'Abbesse ne Jouarre' are characterised in detail. Result: "Sembra a me che Ernesto Renan sia il più fine e squisitamente equilibrato ingegno artistico che ora si mostri."

MICHELANGELI (L. A.), Del disegno de' Inferno Dantesco. Bologna, 1886.

Professor M. recasts the whole plan of the Inferno, giving special attention to proportions and necessary relations of the parts. Several new interpretations suggested in consequence.

*Literaturblatt für germanische und romanische Philologie.*

**No. 1.**—PFAFF, Romantik und germanische Philologie (*Muncker*).

BARTSCH, Beiträge zur Quellenkunde der altdeutschen Literatur (*Sprenger*).

WILMANN'S, Ueber das Annelied (*Vogt*).

FISCHER, Das hohe Lied des Brun von Schonebeck (*Behaghel*).

SCHÖNBACH, Altdeutsche Predigten (*Schmidt*).

MONSTERBERG-MUNCKENAU, Der Infinitiv in den Epen Hartmanns von Aue (*Klinghardt*).

BODE, Die Kenningar in der angelsächs. Dichtung (*Noder*).

ASCOLI, Due recenti lettere glottologiche e una poscritta nuova (*Schuchardt*).

PHILIPPSTHAL, Die Wortstellung in der franz. Prosa des 16. Jh.'s (*Schulze*).

FLEURY, Essai sur le patois normand de la Hague (*Gilliéron*).

MERKEL, Manfredi I e Manfredi II Lancia (*Schultz*).

VOGEL, Neucatalanische Studien (*Morel-Fatio*).

BARMEYER, Die Nominal-Composition im Italienischen (*W. Meyer*).

HASDEU, Etymologicum Magnum Romaniae (*Tiktin*).